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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** 5 ICT Where materials come from (Ben) | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * Science: Identifies the provenance of different materials. * Line of Inquiry: An inquiry into the provenance of different objects and the implications for the environment of their production. | | | | | | **Skills:**   * Science Skill: Interpret and evaluate data gathered in order to draw conclusions * Social Studies Skill: Use and analyze evidence from a variety of historical, geographical and societal sources | | | | | |
| **Materials:**  **ICT Suite, websites in First Grade Favourites** | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 29** | | | **Time: 45 mins** | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: 10 mins**  Show the children one or more of the following objects: a ring, a glass or bottle, something made of paper or card. Ask them what it is made of. Explain that objects are made of materials.  Ask where the material of that object (gold/silver/metal/glass/paper) comes from. Explain that the provenance of a material is where it comes from.  Explain to the children that they will be watching a number of different videos about the provenance of different materials: paper, glass, some metals and some stones. | | | | | | | | | | | |
| **Main Activity: 25 mins**  The children view the following videos:  <http://www.youtube.com/watch?NR=1&feature=endscreen&v=HFggVEPgFw0>  Where paper comes from, deforestation, how to reduce etc.  <http://www.youtube.com/watch?v=nXRUy6Xh7n4>  How glass is made, from raw material onwards to wine glasses.  <http://www.youtube.com/watch?v=9l7JqonyoKA>  How steel is made from start to finish.  <http://www.youtube.com/watch?v=awEn235jAiI> Part 2  <http://www.youtube.com/watch?v=60pW_TRaTVY> Part 3  Several mineral resources and their uses - gold, granite, slate and clay (bricks). These are parts of a longer programme. | | | | | | | | | | | |
| **Tier 1:**  These children may also watch the following video on gold, it is more complex:  <http://www.youtube.com/watch?v=_feJwOwsCzc&feature=related>  Gold - all the way from finding where to quarry. | | | | | | | | | | | |
| **Tier 2:**  These children should be able to watch and listen to the videos independently, you will need to check understanding during the closing. | | | | | | | | | | | |
| **Tier 3:**  These children will need support to be able to locate the correct web pages and will need extra help to understand during the closing. | | | | | | | | | | | |
| **Closing: 10 mins**  Bring the children together and discuss what they learned in the videos. Ask questions to establish their comprehension e.g. “Where does glass come from? Where do bricks come from? What are they made of?” Keep emphasising the vocabulary material (what something is made of) and provenance (where a material comes from). Ask the children if they saw any environmental impact of the production of the materials in the videos. They should be able to conclude that there is a large impact on the environment particularly from the video about glass, which shows a huge sand quarry. | | | | | | | | | | | |